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Sheboygan Makes Handicapped Happy

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXII, No. 13

October 27, 1930

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JOURNAL OF EDUCATION

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ISOBEL R. LAY, MANAGING EDITOR

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Editorials

The Junior College

THE Journal of Education has been criticised because it does not boost and boom the junior college.

The reason we do not boost and boom the junior college is because it is sure to be as vital and permanent a function in American education as the graduate school of the university will be.

The proportion of American youth who need the junior college is as large as the senior college students who do not care for graduate work.

The junior college will have the same relation to the senior college as the senior college has to the graduate school.

The junior college is for community education as distinct from academic education.

It is not the student who needs home influence so much as it is the home that needs the scholastic influence of the junior college students.

The village and small town community needs the spirit of junior college life, just as graduate college students need city life.

Graduate work needs a concentration that it cannot get with community responsibility, while youths from eighteen to twenty need community life to make scholarship function in real life.

The junior college needs no boosting or booming any more than an orchard needs smudge pots in April and May.

Chicago's Leadership

THE chaotic conditions in China and India, in Siberia and Russia, in Spain and Germany, in Africa and South America challenge the United States to rescue civilization for the safety of humanity. The United States is facing the liability of having city education become a poor man's institution by limiting public education to the poor man's needs while the well-to-do go to modernized private schools.

Chicago is meeting this emergency heroically by resurrecting the spirit of Francis W. Parker, William R. Harper, George Howland, and Long John Wentworth, and unshackling the schools from

the tyranny of the poor man's "three R.'s."

Chicago city and Cook County schools are giving children and youths a richer education while living at home than was known anywhere in the New World ten years ago.

Everywhere college enrollment is booming.

Sample Modern High School

WE KNOW a high school in a Pennsylvania city of about 5,000 population in which the principal has functioned nobly for twenty-five years.

This year the students celebrated his twenty-fifth anniversary with unique graduation exercises.

There were no speeches, and no extended entertaining exercises. There was no prophecy as to the imaginary future of any of the class. There was no attempt to be funny.

There was a report with a chart showing the enrollment each year from 1906 to 1930.

There was a report and chart telling what each of 758 graduates did immediately upon graduation.

One hundred and seventy-nine of the graduates went to college; 111 went to a State Normal School; 135 had positions in stores or offices; 71 began teaching directly after graduation; 51 have gone to business colleges; 33 have taken preparatory training for nursing; 29 went to private schools; 69 devoted themselves to the home; 30 began farming; 26 went in factories or at a trade.

There was also a report with chart giving the present occupations of 747 of the 873 who have graduated. There are 206 housekeeping; 125 are in stores, offices, or banks; 106 are teaching; 40 are studying in colleges and universities; 19 are students in State Teachers' Colleges; 18 are civil engineers; 18 are in agricultural colleges; 18 in trade schools; 17 are student nurses; 14 are in commercial schools; 16 are salesmen; 16 are business agents; 15 are in social service; 9 are musicians; 7 are librarians; 5 are lawyers, and 5 are physicians.

Instead of the customary "Annual" with photographs and advertisements the class published a twelve-page, 6 by 10 inches, double-column booklet containing all facts and the three full-page charts.

All this represents the spirit of the modern high school, its principal and its faculty.

Twenty Elect Students

PRESIDENT ROBERT MAYNARD HUTCHINS of Chicago University is doing as well as saying unusual things. He is to teach twenty selected students as a demonstration of how to teach and how not to teach the brightest youth among the thousands registered in the university. Those selected have their pictures in the Chicago daily papers. This is certainly some fame for the students. No university president is to have "tests and measurements" as mercilessly applied as in the case of the president of Chicago University.

No power of man politics can much longer monopolize the cabinet secretaries.

Safety Teaching

THE school campaign for the promotion of safety in school buildings, at home, in public halls and on the street is of inestimable public service.

In Massachusetts, for instance, the "Safety Council," 6 Beacon street, issues each month, and sends to every teacher in the state each month "A Unit of Safety Teaching," 8 by 12 inches, one for primary grades, one for intermediate grades, and one for junior high grades. Each is specifically adapted to its age of children. Information is divided between the teacher and the pupil.

The fatalities from conflagration in Massachusetts in 1929 were 40 per cent. fewer than in 1928. Ninety-five per cent. of fires are preventable.

Rally Day at Riverbank

ON SATURDAY, October 4, a pleasure-bent group of teachers from many schools of Massachusetts met at Riverbank Lodge for Rally Day, the first get-together of the year. Arrangements were in the hands of a special committee composed of Miss Annie C. Woodward of Somerville, Miss Winifred A. Briggs of Cambridge, and Kenelm Winslow of Newton.

Mrs. Mildred Marek and Miss Sarah L. Sparhawk of the Sherborn Association had charge of chairs and tags. John J. Lane of Natick made provision for games and sports.

The Newton High School Band, under the direction of Charles R. Spaulding, did a fine piece of work. Their colorful uniforms lent an air of festivity to the occasion.

The weather-man has certainly been good to us, for our outings at the Lodge are invariably favored with pleasant weather. Now that the season has opened, several large groups of teachers have taken advantage of the facilities at the Lodge for parties.

William L. Young of the Everett schools has assumed the chairmanship of the special committee in charge of raising funds, and plans for the year will soon be under way.

Paul Hanus Forty Years Ago

By ALBERT E. WINSHIP

IT WAS exceedingly interesting to spend a day with Dr. Paul Henry Hanus in Denver and Greeley, October 10, 1930, and hear him speak at Dr. H. V. Kepner's West High School in Denver, and at the fortieth birthday celebration of the State Teachers College at Greeley.

October 10 was also the fortieth anniversary of the ending of Dr. Hanus's four years as principal of the high school and of his professorship of pedagogy in the first month of the creation of the State Normal School at Greeley.

On both occasions several of his former students were present, rejoicing at the opportunity to meet and hear their teacher of forty years ago. On both occasions Professor Hanus referred delightfully to his associations in Denver and Greeley.

We have enjoyed neighborly and professional acquaintance with Dr. Hanus since our sixth year as editor of the Journal of Education, but have never enjoyed the acquaintance so much as in the fifteen hours of comradeship as he reviewed the scenes of his early life in the New World.

It was interesting to realize how little we really know of any one when the acquaintance is chiefly of a social, fraternal, professional relationship.

As a child Paul Hanus came with his parents from Persia to the New World, and at twelve years of age went with the parents to Denver.

When he was sixteen years of age the family went to Michigan and left him to pack and ship the family belongings, and transplant himself with them to Michigan, and four years after he became a Michigander. Paul Hanus at twenty years of age graduated at the University of Michigan, and was soon back in Denver equipping himself to become a druggist.

At twenty-nine years of age he had graduated from the druggist business, and was officiating as principal of the East High School of Denver. After a year's experience in that principalship he registered as a graduate student, so to speak, in the University of Colorado at Boulder, and the next year was back in Denver as principal of the West High School, where he remained for four years.

Dr. Hanus was more than a high school principal. He was socially and civically appreciated by leaders in city affairs, and when the late President Charles W. Eliot of Harvard made his first transcontinental trip in 1889 he met Paul Hanus, who was an intimate friend of Samuel Eliot, son of President Eliot, pastor of the leading Unitarian Church between the Missouri river and San Francisco.

Paul Hanus had been teaching pedagogy less than a year at Greeley when President Eliot transplanted him to Harvard University for the creation of a Department of Education.

The story of the scholastic life and professional leadership of Dr. Hanus at Harvard University is an important part of the development of professional education in America.

Leadership

By WILL MAUPLIN

He isn't a tough nor a budding rough
  Just because he wants to be;
Nor a little sneak because he is weak—
  It's another's fault, you see.
Had men of big heart but taken his part
  And started him off O. K.,
The chances are strong he'd never go wrong,
  And be a real man some day.

What a real boy needs is a pal who leads—
  An honest-to-goodness mate—
Just a reg'lar guy who will e'er stand by
  And show him a path that's straight.
'Tis the guiding hand he can understand
  Of a friend who's standing by
Through thick and thin, with a friendly grin—
  A clean, square-shooting guy.

There ne'er was a lad who was wholly bad,
  For deep in his boyish heart
Is a spot to reach, and to lead and teach,
  If only you'll do your part.
He's not a tough, to be treated rough;
  He's "makin's" of a man true,
But his need is great for a leader straight—
  And it's up to me and you.

—Exchange.

Belding's Page

Detroit's "Winship School"

AS A COMPENDIUM of educational news, this much-relied-upon periodical has—in one recent matter—fallen down badly. Not a line has so far appeared in these pages regarding the action of the Detroit Board of Education in voting to name one of its new schools for Dr. Albert E. Winship.

Under cover of a signed page one may take certain liberties. In this instance the fact may here be divulged that Dr. Winship's junior associates in the editing of this magazine are highly elated over the well deserved tribute which Detroit thus pays their chief.

"He has led a fruitful life of great activity. . . . Dr Winship's name is a household word among educators all over the country. . . . He has exerted a marked influence on educational thought and method. . . . He has been an inspiration to thousands of teachers. . . . His name is worthy to be placed on a building dedicated to the education of youth, as an example of character and citizenship on which to mould young lives."

Such are the high points in the resolutions passed by the Detroit board.

Detroit has foresight. Looking along the vista of the future it sees many schools wearing the name of Winship. Detroit's building of that name will loom all the larger for being in the foreground of the perspective.

Congratulations to Dr. Winship and to Detroit!

Democracy and Culture

THE older civilizations of Europe are inclined to scoff at the idea of an American culture. This nation is believed to be money mad, machinery mad, and pleasure mad. Besides—they argue—how can culture flourish in a democracy?

Culture does have its difficulties in a democracy, to be sure. There is not the opportunity for that hothouse development of intellectual fruitage which is sometimes seen in feudal states. The aristocracy of Russia is credited with a marvelous degree of culture. But the masses—what of them?

Under the American system of government cultural opportunities are within reach of every inhabitant. There is no forcing of a few to form a coterie of superculture. Whatever cultural aristocracy we have is of spontaneous origin.

Culture is apt to have a practical side to it in a democracy. But so did it in Russia, where culture was admired and required for social comfort in certain circles.

The immediate aim of education in the United States at this time is not so much to spread culture as enlightenment, and a sort of economic competency.

Culture is a product of leisure. America is winning leisure through the application of machinery and organization, both of which are rooted in education.

To spread leisure around instead of leaving it the monopoly of a small minority is the end toward which economic factors are working in this country. The schools must attend more and more thoughtfully to planting the desire for culture in the minds and hearts of the masses, most of whom will otherwise have more leisure than they know what to do with.

Culture implies a taste for things which are intrinsically beautiful and uplifting. Few students nowadays are willing to confess that appreciation and creation of masterpieces of art or literature or music are their main ambitions in life. But many do turn to these forms of enjoyment, as occasion permits. Cultural forces are at work in this land more strongly than foreign observers generally are aware. We have our symphonic orchestras; our little theatres; our literary and philosophic groups; our scattered individuals everywhere who revel in the delights of mind and spirit.

Another half-century or less may witness right here, under the Stars and Stripes, the most illustrious example of widespread culture in all the world's history.

Auld Lang Syne

WHEN graduates return to visit a school they usually make a bee line for some particular teacher. If a register were kept of these visits of "old-timers" it would contain unmistakable signs that only a certain few of the faculty were favorites of the visitors.

An interesting study could be made of these teachers who are somehow chosen out of the many as objects of an abiding affection. Analysis of their qualities would probably reveal a deep understanding and personal interest as a conspicuous trait. They are apt to be of an emotional type, having strong likes and dislikes. They may not be the easiest for other teachers to work with. But they do symbolize the tradition and sentiment of the school to the returning graduates.

There is something very special about such teachers.

Anson W. Belding

Associate Editor.

Sheboygan Makes Handicapped Happy

By OLGA S. ZUFELT

Sheboygan, Wisconsin

Unfortunate—yes, but fortunate, too, in the happy hours which come to them in the classroom where their infirmities are largely forgotten. Read Mrs. Zufelt's fascinating account of her work. What are the schools of your city doing for the physically handicapped?

THE question most frequently asked me in connection with my work as academic teacher at the School for the Physically Handicapped at Sheboygan, Wisconsin, has been: "Is the work depressing?"

Only the uninitiated ask it. These would not have put the question if they had once visited such a school. Their first conclusion then would have been, "What a happy group!" and the question would have answered itself.

The room often rings with joyous, spontaneous laughter. And why shouldn't it? So far as hearts and heads are concerned, the well and the crippled child are the same. Lame arms and legs have not lamed minds. One unspoiled, unobtrusive child of six afflicted with creeping paralysis quite unconsciously spoke for all, when during a block building period, always keenly anticipated, he said: "If my legs were as good as my mouth, I'd be all right."

There are many social contacts which keep the crippled child in harmony with his more fortunate companions. The understanding teacher makes the most of the unlame minds and hearts. She subtly plans games in which all can take part, the degree of participation, however, differing. The number of these games, relished by all the children from the kindergarten through the eighth grade, is limited only by the teacher's ingenuity.

Among these activities are the different hiding games, adapted so that the child who cannot walk may find the hidden article by guessing where it is. Among those frequently requested are: "Simple Simon," "Did You Ever See a Lassie," "Blowing out the Candle," "Hiding the Button," and various ball games.

Perhaps there is nothing, not even excepting song, which more unifies the group than a game. This bringing together of interest, a condition greatly to be desired in an ungraded room, cannot be over-evaluated.

Dramatization, with its special appeal, need not be denied the handicapped child. Last year two plays before audiences were given by the Sheboygan group. An unpretentious rendition of "The Shoemaker and the Elves" worked out entirely by the "actors" proved so successful—not as a finished product, but because of the joy it put into the children's hearts—that it resulted in a beautifully costumed production of "The Knave of Hearts," make possible by the dramatic and financial assistance of a Sheboygan woman. The creation of the stage accessories formed a delightful project for the boys. Some of the sewing on the costumes was simple enough to be enjoyed by the girls.

A second performance of the latter play given at a sanitarium for the tubercular was happily commented upon by one of the patients in the audience when he said: "I thought the children were just acting the part of cripples," which impression shows how zestfully the young performers lived their parts.

And they are still living them. Pertinent applications of the text of this play are frequent. The latest to be made was by a ten-year-old boy, who when he had his first taste of a new dessert at the school cafeteria remarked: "It is a pleasing sensation." When a child needs correction the teacher quotes: "I like it, not at all. It makes me dizzy." No more potent admonition is necessary.

Every advantage which the school offers because of its fortunate location for the children in the heart of the city, is used. Excursions have been made to the post office, city hall, fire station, the state fish hatchery, a moving picture theatre, and the harbor lined with its small fish houses and immense coal docks. Picnics have been enjoyed at the park along the river, where baby chicks in an adjoining yard fascinated the children, and at the beach of Lake Michigan where swimming, paddling, and playing in the sand exhilarated them.

Three visits to a miniature golf course have given indelible pleasure. Here, as guests of the management, even those who cannot walk have found fun without measure. Playing made a child of five, who had been completely silent during his first month at school, speak very spontaneously. He had come to school fearing it, because he associated all large buildings with pain. The injury sustained in an auto accident when he was two years old still necessitates the carrying of his left arm in a sling. He played very happily,

however, using just his right. Since his first game of golf he has been an entirely different child.

Whenever the Woman's Club has had a lecturer whose subject came within the children's range they have been present. Educational exhibits in store windows have motivated frequent trips. Often the displays furnish the material for oral or written compositions and for drawing lessons.

These purposive contacts serve as links which mentally and emotionally hold the child within, not without, the world of his fellows. The contacts also enlarge the child's world for him, and when he returns to his home he can contribute something new and interesting to the conversation.

All of these diversions have been an incidental part of the regular work at school, without additional cost but not without additional effort.

One unfailing avenue of joy common to all children is the telling of jokes and funny stories. This avenue is always open at lunch time, the stop sign being operative only when the children, in their eagerness to tell a joke, become too noisy. As the children carry the fine, wholesome jokes home, they again are contributors to a family circle. The teacher applies her knowledge of memory training by casually asking for a repetition of a certain joke.

Sometimes guessing and word games, heartily enjoyed by all but the smallest, lend animation to the meal. But even the youngest catch the infectious laughter.

An atmosphere of naturalness pervades at lunch time. Table manners are quietly and incidentally taught. While the younger children need help, it is watchfully and nicely given by some of the older children who enjoy the responsibility.

Because the number of children in school of this kind is small, the formality of the regular class finds no place. Rather there is freedom and friendliness, with due consideration, however, to standards of order, decorum, and the rights of others.

There is time for the amenities of life. The children are trained quite naturally in the social graces. Parents and friends are cordially invited to visit the school. The invitations have been freely accepted. All visitors are introduced and identified to the children.

When there have been many visitors for an occasion, they have, quite informally, been introduced to each other. Visitors present while games are being played, share in them, much to their own and the children's amusement.

Every gift and kindness has been acknowledged with a note, not a formal note, but a friendly letter of thanks, with every child adding his own name. Not infrequently a child will ask if he may be the one to write the "Thank You letter."

The precious intimacies formed by the children are prolonged, not broken, when a return to the regular school is made. The summer term of the Schools for the Physically Handicapped makes possible the acceptance, by the dismissed, of invitations for special affairs. Many come, without an invitation, just to see their friends again. The effect is most salutary on those still afflicted—they are not entirely in a class by themselves.

A poignant expression of one pupil's love for the friends he had made at school came in a valentine to each one, sent from a sick bed from which he will never arise.

Every child in school is happy to be there. It is a place where parents want their children to be because of its particular advantages. They realize that they are fortunate to have compatible surroundings, where intelligence, understanding, and science minister to their every need.

That all the children will have endearing memories, and that in their later lives they will return often, in thought and in person, to the school, is the aspiration of their teacher!

A Bit of October

By ELEANOR RUST MOSELY

October hills are crimson
Where red the leaves have blazed.
October's sky is dusky blue
Where daydreams sweet have lazed.
My eyes are wandering westward
Where errant feet would stray. . .
For the hillsides beckon flauntingly,
And schoolroom walls are gray.

Down autumn lanes I wander
To silent woods between,
Where magic pots have been o'ertipped,
And splashed across the green
Of summer's softest coloring
Their brilliant startling dyes. . .
The hills are calling crimsonly,
And chalk dust dims my eyes.

It clouds my fretting vision,
That chafes at being bound
Within gray walls of any room
By chalk marks set around.
But the schoolroom harbors others
That cleanse and mend me whole. . .
I see October's hillsides
Through a child's clear-windowed soul!

How the Supervisor Supervises

By HAZEL M. HACK

Supervisor of Elementary Education, Dartmouth, Massachusetts

THE chief duties of the elementary supervisor are to direct and guide the teaching policy and practice; to oversee and direct the classroom activities; to organize and improve the instructional service.

Her greatest concern is with her teachers. Their strength and weakness will not be fairly revealed to her unless she meets them often in the midst of their classroom activities under varying conditions.

Take the matter of the teacher's personality, that sum total of the qualities which give her power over children. Has she poise, confidence, a ready smile, a bright, steady eye, a clear, well modulated voice that carries easily to all parts of the room? Has she vitality that remains through the day? Is she accurate in statement? Does she give evidence of some familiarity with current literature and the general progress of thought? Is the subject matter, so far as it is under the control of the teacher, worthwhile? Is the specific aim apparent, definite, and of sufficient worth? Is all the time profitably employed, thus indicating that the teacher has a proper sense of values? Does the proportion of individual response in the class prove the teaching successful? Is there a checking up of results? Does each child have a conscious objective in mind at the beginning of the lesson? Does each child experience the satisfaction of a measure of success through effort expended? Has the teacher imagination? Does she love childhood in general and children in particular? Does she control her school largely through force of character?

Where will a supervisor obtain adequate knowledge of such aspects of a teacher's personal fitness save by direct observation in the classroom?

On the other hand the supervisor must have definite standards well in her mind else she cannot distinguish differences in degree of efficiency.

This assumes that her visits are carefully planned. She may wish to visit the work by grades or by subjects; she may wish to see the work of a certain subject in just one or two grades, but her plan will prevent her from aimless drifting from room to room. Carefully planned visits encourage the teachers to do their best.

In making suggestions or giving criticism, a supervisor must be sympathetic, inspiring and constructive. Teachers will have faith in themselves in the same degree that the supervisor has faith in them. I always assume that each teacher is fully conscious, that I believe she is doing her best, that I know her work in the school is very important, that I expect her to find herself in her work, and that I am there only to be of assistance.

The experienced supervisor finds that it is helpful and inspiring to the teacher if while she is in the room she (1) expresses confidence in the teacher's plans and purposes; (2) gives a constructive suggestion; (3) suggests experiment or general change in method; (4) suggests devices for saving time and effort; and (5) leaves a written summary with the teacher.

It is possible by tactful direction to influence teachers to study their problems. The teacher should do her additional professional reading because she sees her need for it.

Another aid to teacher growth is the group meeting or conference held with the teachers. In our system early this year we planned a series of teachers' conferences to be held at regular intervals. Subjects for study and discussion were assigned to different teachers. This meant many long hours of reading and careful preparation for the teacher, but it pays. Teacher growth is in proportion to the efforts put forth to acquire a higher standard.

Someone has said: "Education is inspired and guided growth," and I believe the supervisor's greatest contribution as a professional leader is her inspiration to her teachers.

Conducting a government or a college is like driving an automobile; each requires force, guidance, watchfulness, adjustments of conditions, self-control and self-poise of the one who is responsible.

—Charles F. Thwing, president-emeritus of Western Reserve University.

Summer Program of a Utah District

By D. C. JENSEN

Superintendent, Jordan School District,

Salt Lake City

Several thousand children of Jordan District are guided to the discovery of proper activities, in work and play, through the efforts of the public schools. Results have far outweighed the very moderate costs.

ONE of the objectives of American education is training for the worthy use of leisure. We all believe in it, but few of us are actually doing anything about it.

Probably the most vital educational problem confronting the people of America today is how to prepare its future citizens to utilize properly their leisure time. If we can keep young people's minds clean and pure, forward-looking and effectively active during their leisure time, we shall have little occasion to worry about their morals while they are absorbed in their work. Leisure time is increasing very rapidly in this machine age, and it may become either a curse or a blessing to civilization according to the way in which it is utilized. In fact, may not this very question determine whether or not any nation, or civilization itself, shall stand or fall?

In view of the importance of this problem, Jordan District has, in a very modest way, attempted to provide guidance and training for its young people of school age during their leisure time. It is not the purpose of this article to show how this is done while schools are in session, for our organizations, such as school bands and orchestras, aesthetic dancing classes, group athletics, hiking clubs, choruses, dramatic organizations, nature clubs, reading circles, and all other extra-curricular activities are similar to those which characterize all other school systems of today. The purpose of this article is to set forth some of the facts connected with our summer program which have a direct bearing upon the worthy use of leisure, but which undoubtedly also have a vital influence upon all the other major objectives as well.

Early Efforts

Summer supervision for junior and senior high school students was begun in the summer of 1920. Practically all the junior and high school students in the district were enrolled in summer activities in health, vocations and civic service. Eight summer supervisors, including the two high school principals, were employed. Records of the individual pupil's summer activities were passed over to teachers at the opening of school in September, and the activities were, thereafter, checked upon by the regular teachers, and became all-year-round activities in health, vocations, civic and social service.

In the summer of 1921 the enrollment in these activities went up to 1,500 students and the results achieved were very satisfactory. But in the following year, the national financial depression, and the fact that Jordan's assessed valuation dropped to about half its former valuation due to the closing of our mines, it became necessary to curtail summer supervision, and, while it has at no time since been entirely discontinued, it has only recently been restored to its former position of importance.

In two important respects our policy has been changed since this work was first organized. We do not now *require* enrollment in these activities, nor do we make formal records of credits earned as a requisite to unconditional promotion. Enrollment is wholly voluntary, and the joy obtained through participation is the only reward offered.

Removing the features of requiring registration and of giving formal credit for same, and placing it all on a purely voluntary basis, making it more attractive, and seeking to hold interest through the happiness involved in the work itself have removed all criticism by both patrons and children, who have come now to look upon supervised summer activities as a rare privilege rather than a duty.

Last spring the Board of Education offered to provide free instruction and guidance in (a) band and orchestra, (b) aesthetic dancing, (c) playground activities, and (d) assistance in student employment in each of Jordan District's seventeen communities. The only prerequisite was that a sufficient number of students must respond to make it worthwhile to organize classes in the first three activities, the number being set at a minimum of fifteen. Each of the seventeen communities eagerly met this requirement in all the activities. In fact, the response was so generous that it appeared we had undertaken an insuperable task with the means at our disposal.

Below is given the district enrollment and the

average attendance in the three types of group activities for each of the three months:—

	Music		Dancing		Playground	
	Enrolled.	Ave. Att.	Enrolled.	Ave. Att.	Enrolled.	Ave. Att.
1st month,	514	495	1,287	910	1,990	883
2nd month,	568	481	947	700	2,145	1,007
3rd month,	515	463	974	633	2,447	1,125

Total enrolled in the three activities—4,303.

Total school population, 6-18 years of age, Jordan District—6,037.

In addition to those instructed by music teachers employed by the board, 102 students were in regular classes under teachers employed by local municipal or civic organizations.

All children of school age were invited to participate.

During the school season about half our school children are transported. No transportation for pupils was furnished for the summer activities, except from Bingham to the Copperton ball park. Band and orchestra students met from one to three times per week; aesthetic dancing classes met but once a week for from 60 to 90-minute periods. Playground groups met from two to six days per week for half-day periods. It should be borne in mind that Jordan District is a rural section; that most of the pupils are farmers' children except those in the west end of the district, which is a mining section; and that, especially in the farming section, children are kept busy most of the time in farm activities suitable to the age and capacity of each child. But parents believe in the negative value of "all work and no play," and hence the wholehearted support given our summer program.

In the mining section the children have practically nothing to do during the summer vacation. The usual thing has been to gather in groups or gangs and to find an outlet for their surplus energy in such activities as usually received the designation of juvenile delinquency. The latter is lowest during school days, increases slightly during Saturdays and Sundays during the school year, and rises to the highest level during the undirected summer months. Our present program has taken the children from the streets, back alleys, and other undesirable congregating places, organized them into groups in music, dancing, competitive athletics, playground activities, arts and crafts which appealed to the special interests of each individual and kept his mind clean and pure, his body active and well, and his ideals ever on the upward trend.

Who can question the value of this type of directed activity as a means of making good citizens, as compared with the usual undirected gang operations found both in rural and city districts?

Summer Employment

The season has been one marked by financial depression throughout the country and the world at large. Many heads of families have been unable to secure permanent or profitable employment. In such cases securing employment for their children has solved many embarrassing problems, and has given the children wholesome and valuable training in industry and thrift, and in helping carry the burden of financial support. Careful supervision was maintained; employers referred any difficulty or cases of dissatisfaction to our adjustment officer, who selected the children for the work for which they were best suited, and maintained a close check upon them while in employment.

As an illustration of the type of service rendered by our co-ordinator and the boys and girls who were in need of employment, the following will serve our purpose.

At 7.30 o'clock one evening our co-ordinator received a phone call from the field man of a packing company asking for twenty-six bean pickers. It was a hurry-up call, and he wanted to know how soon the group could be contacted and organized. Our man told him it would take only a half-day. "Could you put in the half-day between now and tomorrow morning at 7 o'clock?" asked the field man. The reply was in the affirmative, and by 8 o'clock next morning the group of twenty-six pickers were in the field and ready to begin, having been transported to the field in the packing company's truck.

Several groups of bean pickers were organized for this company. The following was the plan these workers followed: Organized in groups of from twenty-five to thirty-five; transported to and from work by company trucks; arrived at the field at 8 a.m.; worked eight hours; had time for a swim each day; were supervised by a man who had been selected for his ability as a leader of young people; returned home by 6 p.m. They were paid 85 cents per cwt. Those who remained with the job the entire season were given a bonus of 15 cents per cwt., making it 1 cent a lb. This one company paid the boys and girls of Jordan District the sum of $4,650 for the season's work. The champion bean picker picked 390 lbs. in one day, earning the sum of $3.90.

Other industrial activities in which our boys and girls found employment were berry-picking, beet thinning, farm helpers, house work, delivering for grocery stores and numerous other activities.

As a result of these co-operative efforts, the bean and berry growers, having been assured that the same type of co-operation might be depended upon for next year, decided to increase their acreage very materially, thus increasing the demand for labor as well as the output of labor.

Summer Follow-up Work in Health

Through the summer follow-up work of our two school nurses, the following cases of physical

defects corrected are shown: Vision, 89; teeth, 1,129; hearing, 58; tonsils and adenoids, 245; other defects, 3—total cases, 1,524.

Number of Summer Workers Employed—Cost.

Five competent teachers were employed to handle the groups in instrumental music, two in dancing, eleven in playground supervision, one co-ordinator with some assistance from two of the other employees was in charge of employment in industries. The total cost to the district of the entire summer project was $5,700, or an average of $1.20 per pupil. Who can deny that this money was well expended? LaRue, in Mental Hygiene, pp. 10 and 11, says: "There is good authority for saying that the cost of crime in the United States alone has mounted to the sum of ten billions of dollars a year." The cost of all public education in the United States is about one-fourth that amount. Would it not be well to spend part of these sums in the prevention of crime through guidance and training for the proper use of leisure time?

A Quiz for Teachers

The following questions were used by Superintendent Reginald Stevens Kimball, Brookfield, Massachusetts, at a meeting of his teachers recently.

HAVE you registered to vote this fall? (If answer is no, indicate any special extenuating circumstance, such as "under age," "cannot claim residence.")

What is the total population of the United States, census of 1930? (An approximate figure will be satisfactory.)

How did your state rank in population in this census?

How did your state rank ten years ago?

Will your state stand to gain or lose representatives as the result of the impending re-apportionment in the House?

What is the extent of unemployment in the United States (1930 census)?

What was the most important question to come before the League of Nations Assembly this fall?

In what South American countries have revolutions occurred recently?

What party made tremendous gains in the recent German elections?

Name the boat that won the America's cup.

How many times has Lipton tried to win?

Cite one recommendation from President Hoover's address to the American Legion in Boston recently.

Twelve-Months Rural School

By FRED J. PAGE

Franklin, Tennessee

(Superintendent Williamson County for 32 years)

THE twelve-months' school term is needed more in the country than in the city. In the rural communities a uniform term of twelve months, with quarterly promotions, will adjust the school year to the age and mental ability of the children and the labor demands of country life, thus enabling a child to attend the nine most suitable months out of each twelve.

Annual promotions are obsolescent and should be replaced by quarterly promotions as early as practicable.

The twelve-months' term, when thoroughly adjusted and properly understood, will cost no more than the nine-months' session. Repeaters will be practically eliminated, the school spirit will be greatly improved, the school-life of the child will be shortened, increasing economic efficiency. Better teachers can be secured for the longer term. Teaching will then be as stable and as indispensable to the world as medicine, or the law, or the ministry. Teachers will then be more deeply interested in the general welfare of the community served, will project plans for social, civic and moral betterment, and will remain in the same community for years, developing projects and securing improvements impossible to the short-time, floating teacher.

Teachers should live in the communities served and supervise the young life; and, in addition, have an integral part in all that pertains to adult community welfare.

The teacher is the soul of the community, and no community can rise higher than the ideals of the teacher. What the teacher sows today, the people reap tomorrow. The teacher is the biggest factor in modern life.

They Say

PRESIDENT ERNEST MARTIN HOPKINS of Dartmouth:—

"The true portrait of the American college would show a community in which generosity of spirit and graces of culture are predominant, where eagerness for truth and wisdom pervades the atmosphere, where the co-operative enterprise which we call education is carried on with mutual esteem and respect between faculty and students. It would likewise show, to be sure, some degree of self-seeking and self-indulgences, some effort to arrogate special privileges to individual selves, some pride of opinion, some intellectual arrogance, and some close-mindedness, but these would appear as they are, merely as blemishes upon the portrait. Each college generation has it within its power to refine or to smudge this portrait."

DR. CHARLES LEO O'DONNELL, President, Notre Dame University:—

"Behind a great football team there must be an intellectual and moral background, and while a first-rate college can function successfully without football, a good football team always goes with a good college. Athletes look to the greatness of a college and are inspired to uphold its intellectual and moral prestige."

PRESIDENT MATTHEW LYLE SPENCER, University of Washington:—

"It is our belief that education in a university should not do for society in general that which society can do for itself. It is almost as reasonable for us to teach our pharmacy students how to mix soft drinks or to make sandwiches for the drug store trade."

KATHLEEN NORRIS:—

"Nothing in the education of our girls prepares them for marriage."

REV. JOSEPH LYNCH, in charge of the seismograph at Fordham University:—

"The world may expect a series of severe earthquakes during the next few months."

MEGAN LLOYD GEORGE:—

"Nothing enrages me more than the old cliche that woman's place is in the home."

JAMES J. WALKER:—

"It's a good deal more of an accomplishment to laugh in a cabin than to laugh in a mansion."

SIR THOMAS LIPTON:—

"Americans have always won fairly and squarely. If ever they made a mistake it was in my favor."

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AT ALL DRUGGISTS

D-61-J

A Trip Through Egypt

By L. H. PUTNEY*

(*Part Five*)

There is a square courtyard with a roofed-in colonnade. In the centre of this courtyard is a fountain or pool where the faithful bathe their hands, mouth, nose, face, ears and feet before entering the sanctuary proper. This latter place, which is the mosque as we usually think of it, has a semi-circular niche, the so-called *kibla* or *mihrab*, in the wall nearest Mecca, and in their praying the worshipers always face this. To the right of the kibla is a tall, and usually richly carved, *minbar*, or pulpit, where for fifteen minutes before the noon hour on Fridays the *iman* or preacher delivers a sermon. Promptly at noon he takes his place on the floor facing the kibla and begins to lead his squatting congregation in the recital of the *Koran*. This is done in a sing-song, and is punctuated now and then by bending the body forward until the face touches the floor. Because many sanctuaries are so large that worshipers in the rear cannot hear the iman distinctly, there are frequently one or two dikkehs, that is, smal platforms supported by columns ten or twelve feet high, from which his words are repeated by assistants. No music or unnecessary noises of any kind are tolerated around a mosque during the hour of service; indeed the disposition of the Hindus to offend in that way is one of the more common causes of the flare-ups which occur every now and then in India. Many mosques are built as memorials. Almost invariably small domed mortuary chapels are attached to them for the purpose of holding the remains of the founder. Many such chapels are also found throughout Egypt without any mosques in connection with them.

So far I have said almost nothing about the remains of the Egypt of the Pharaohs. Like most travelers who take time to visit Upper Egypt, where much of the real history of that period was enacted, I could write a book about what I have seen, in spite of the fact that many of the so-called "monuments" are in wrack and ruin. One reason for this state of affairs is the fact that Muslims believe God allowed the ancient civilization of Egypt to be blotted out by earthquake as well as by man because the Egyptians were idolators. According to their philosophy it would be impious to restore what He has destroyed, consequently most of the explorations have been made by foreigners. Indeed, from the time of its founding the curator of the Egyptian Museum in Cairo has been a Frenchman.

Two things which almost every person who comes to Egypt sees are the Pyramids at Gizeh and the Sphinx, for, although they stand on the very edge of the desert, they are only about seven miles from Cairo, and may be reached by tram, if desired. In this group there are three large pyramids and six small ones. My first view of them from a distance was disappointing, but the more I saw of them, and especially in the moonlight when silence reigned, the more impressive they became, particularly the *Great Pyramid of Khufu*. Personally I do not see how any person can accept the theory that such huge blocks of stone as were used in their construction (many weigh more than two tons) were raised to their present position by any such device as being rolled up a temporary incline made of sand. I am sure that it would tax modern engineering to the limit to build any such structures.

Originally the Great Pyramid was faced with blocks of polished limestone, but all of them, and besides, tens of thousands of the blocks beneath, were removed by the Muslims to Cairo to restore the Citadel, an old medieval fortress erected by Saladin in the twelfth century. How many were removed one can appreciate when he sees the cut that was made in the underlying limestone to form a sort of brace for the outer edge of the original foundation. It has always been a dream of mine to climb to the top of the Great Pyramid (thanks to the stone which has been removed this is now a platform thirty-six feet square), but when I found what a strong wind was blowing, and looked up the 570 feet I would have to be pulled and pushed (each climber is required to have three Arab assistants for that purpose), for the steps have a lift of about three feet, I decided it was a task for a younger man. How large this pyramid really is, perhaps you can appreciate when I tell you that it covers thirteen acres, and that the distance around it is two-fifths of a mile. Back of it is another almost as large (the *Pyramid of Khefre*, which has a height of 448 feet), and not far away is that of *Menkoura*, 210 feet high. All told there are nearly seventy pyramids scattered over the desert from Gizeh to Fayyum, and they are estimated to contain enough rock to build a wall four feet high and one foot thick completely around France. All of them were built to house the mummies of the Pharaohs of the "Old Kingdom," which ended with the VIth Dynasty, about 2420 B. C.

(To Be Continued)

*Foreign Representative, Little, Brown & Co.

Adults Need Educational Funds

By ARTHUR DEAN

Half of the money now spent by the public for the education of children might well be applied to the education of adults.

Or money that is being spent for the education of children might be continued and an equal amount raised for the education of adults.

Education given to children is to prepare them for adult life. In the year of Grace 1930 we are trying to educate millions of children to live in 1940, 1950, 1960, and all the other milestones up to 2000 A. D.

Looks rather silly, doesn't it, to attempt to educate our children to live happily and usefully to meet the demands of a period which is absolutely beyond our own comprehension.

When I went to school I was educated to prepare myself to know how to light a kerosene lamp, drive a horse, walk five miles to deliver a message, beat the rugs with a switch, get ice out of an ice house or wagon, iron clothes with a flat iron and wash them over a tub, to say nothing about being fitted to meet the vocational needs of life at that period.

If I had relied only upon the education given me by the schools, I should still know nothing about using electricity, driving a car, using a telephone, vacuum cleaner, electric washing machine, electric refrigerator and electric iron. I should still be hunting around for horse cars, hacks, buggies, horses, hand tools, and the vocations of 1890.

Teaching an Open Mind

The universally accepted principle that you can teach children in childhood to meet adult problems comes close to being a fallacy. Instead of worrying about what sort of a world it will be in the year 2000 and trying to fit children for that world would it not be much better to let children live happily and usefully in the world in which they now live, give them health of body, a health of mind, and a health of spirit as foundations for later adjustments?

Provide some school money for the adults who know from bitter experience that the best time to learn a subject is when they want to use it. Give us the chance to educate ourselves when we find we need to adjust an 1890 education to meet a 1930 situation.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Hold Up Your Head

Why? Because he who holds up his head sees with clearer vision the difficulties of the road ahead.

Why? Because there is a dignity in the uplifted head that marks man as something different from every other animal.

Why? Because an uplifted head is the outward sign of an uplifted spirit.

Why? Because men lift up their heads when they sing, and singing is good for the spirit's welfare.

Why? Because there is a stateliness about the uplifted head that attracts the attention of all honest men.

Why? Because the eyes of men are designed to look upward and beyond, and the head must be bent down to direct them towards the earth.

Why? Because the stars are over us, the eternal witnesses to the workings of a mightier hand.

Why? Because the spirit in us is worthy of the noblest bearing that the body can afford it.

Let us, therefore, lift up our heads and walk proudly, yet humbly, full of the glad knowledge that within us glows a spirit of eternal worth.

—

Asad and Ben Ali—the Shrewd

I

Story One

The Glory and Loveliness of Little Things

The sage, Asad, stood in the marketplace. About his feet were golden pumpkins from the gardens beyond the purple gates. Over the pumpkins, skipping with light feet, came Ben Ali and seven others—all young, all eager and all ears for the stories that Asad always had for them—like dried sugar plums—but more sweet and wholesome, for in them was food for spiritual growth.

"Noble Asad," cried Ben Ali. "We have come for a story. See, the day is done, and the old women are piling their pumpkins into piles against the night. Perhaps you would tell us of Jemshad, the wanderer, who searched far and found much, and yet who came home after the years with no gold to comfort his old age."

The sage Asad smiled. "I shall tell you of Jemshad," he said. "As you say, he was a great traveler. One bright morning he came to a garden gate over which climbed a red rose. Beyond the gate was a man, bent over, pressing tiny seeds into the soft, black loam. 'Friend,' said Jemshad, 'why do you do that so carefully? The hot summer must come before a blossom from those seeds shall greet your eyes. Who knows, you may be dead long before that time?' The man looked up at Jemshad. 'What you say is true,' he answered. 'These eyes of mine may close, but is it not something to plant seeds of loveliness? See! Here in my hand, in the very centre of the palm, is a seed so tiny that you, with your old eyes, cannot see it, and yet—what marvels lie folded into the tiny compass of its shell. The magic of it—the wonder—the mystery is so great that yesterday I sat one hour looking at it. I imagined I was a skillful locksmith, and that I found a keyhole in this tiny seed, and that I inserted a key, and behold, the little, gray lid opened and up, up sprang stalk and leaf and flower.'

"'Marvelous locksmith!' said Jemshad, 'and what then?'

"The man laughed. 'Suddenly as I looked at that tiny seed a fear grew in me. What was it I held in my hand? What strange power lay hidden under that gray husk? Who had put it there, packing leaf and golden petal into such small compass that I could scarcely see it? Friend, the fear grew into reverence, hence the great care that you see me take in planting my seeds—also the great pride I have in this job of mine. Am I not a partner of a Greater One—into my hands has not His workmanship been given? And so, to the end of my days I shall remain a planter of seeds—beautiful seeds that will be fountains of golden and green glory in this desert land.'

"Jemshad, the wanderer, smiled. 'Give me,' he said, 'one of those seeds. I go into far lands, and somewhere, when the time and place are right, I shall give it to another to plant, so that new beauty may rise up in that land.'"

Asad, the sage, paused. "And now, Ben Ali," he questioned, "what is the meaning of this story?" "Master," said Ben Ali, "it means this. There is a glory and loveliness in little things. He that plants the beautiful, be it ever so small, plants something that in later days will flower into a great joy. Yesterday I saw a man strike a hungry dog, and then I saw another who came and gave of his crust that the dog might eat, and in my heart was planted a great pity for all things that suffer."

"You are a good student," said Asad. "Go, now, and help yon ancient woman roll her golden pumpkins into a pile against the wall."

(To Be Continued.)

—

Asad and Ben Ali—the Shrewd

I

Story Two

The Strength of the Good Thought

Again, the next day, Asad, the sage, stood in the same spot and again the pumpkins of the ancient women circled his feet like golden moons. And again Ben Ali and the seven others came to him. "Tell us once more of Jemshad, the wanderer," begged Ben Ali. "Yesterday he carried off with him from the planter of seeds one precious seed. What has he found today that has repaid him for the miles he has gone?"

Asad smiled. "You shall be a story-teller yourself, Ben Ali," he said. "You shall sit on a soft rug in the Bazaar, and tell tales to the customer, and you shall receive a true pearl for each tale you tell—that is prophecy, but since you wish another tale from me I shall tell you of Jemshad and the thinker of strength-giving thoughts.

"As Jemshad came into the city of Samarcand he spied a man sitting by the road with his head buried in his two palms. Because he was a charitable person Jemshad placed his hand on the fellow's shoulder, and said to him: 'Friend, what is it that worries you?'

"The tone of Jemshad's voice was so gentle and earnest that the man lifted his face and smiled. 'I am not worried in the least,' he said. 'I am merely trying to think one good thought of old Alazar before I go to him for the thirty bushels of wheat that he has now owed me for three years.'

"'You amaze me,' said Jemshad. 'Of what use to you is a good thought of Alazar? Is not thinking well of him likely to take strength from your demand?'

"'Not so, I assure you,' answered the man. 'It is because of my need of the strength that the good thought will give that I labor so to think the good thought.'

"'And is this Alazar so wicked that you cannot easily think good of him?"

"'I can only judge by what I know, and what I know I shall never tell lest I sow seeds of evil thought against him in the mind of another.'

"'Then I can be of no help to you,' said Jemshad, as he prepared to depart. Now as Jemshad went his way the trouble of the man thinking behind him went with him, and very soon he, too, sat down upon a stone, buried his forehead in his palms, and delved into the deepest parts of his mind for some good thought that could be raised up like a flower above the wreck of even the most abandoned character, and as he sat there a heavy-shouldered man approached him from the village gate. The man walked slowly, as though his feet were of lead, and as he came, he sighed. Seeing Jemshad, he paused, saying to himself: 'Here is another with a misery like unto mine. I shall speak to him. Perhaps the knowledge of his misery will lend comfort to my own.'

(To Be Continued)

Asad and Ben Ali—the Shrewd

II

"'Fellow,' he said, tapping Jemshad on the shoulder, with his cane. 'What is the matter with you?'

"Jemshad lifted his head. 'There is nothing the matter with me,' he answered.

"'Then why do you sit there, head in hands?' asked the other.

"'Because,' replied Jemshad, 'I am trying to help that man yonder think a good thought about a man named Alazar, who lives somewhere in this vicinity.'

"'Alazar!" cried the stranger. 'Why, I am he.'

"'You!' exclaimed Jemshad.

"'I!' repeated the stranger. 'And is it so hard to think a good thought of you as this man claims?'

"'I fear it is,' replied Alazar, 'but I shall say this. Whoever has tried to think a good thought of me has become my friend in the very effort. Send him to me, and if I owe him anything I shall pay the debt, and if I have harmed him or his I shall do all I can to repair the harm.'"

Asad paused, and looked at the boys. "Tell them, Ben Ali," he said, "how the story ends."

"It ends thus," laughed Ben Ali. "When Jemshad returned to the thinker of good thoughts, and told him all that had happened the man rose up, and took his hand and said: "Now I shall go to him since he has called me friend. This friendship thought that he sends I shall carry back to him, and all will be well."

"Exactly!" said Asad. "You have a discerning mind, my boy. Some day I shall be proud of you."

Awake! Awake!

By John Ruskin

Put off, put off your mail, ye kings,
and beat your brands to dust;
A surer grasp your hand must know,
your hearts a better trust;
Nay, bend aback the lance's point, and
break the helmet bar,
A noise is on the morning winds; but
not the noise of war.

For aye, the time of wrath is past, and
near the time of rest,
And honor binds the brow of man, and
faithfulness his breast,
Behold, the time of wrath is past, and
righteousness shall be,
And the wolf is dead in Arcady, and
the Dragon in the sea.

* * * * *

In this noble poem I bring you a prophecy from one of the world's greatest writers. However, it is a prophecy that will not be fulfilled until there has grown up in the breast of man a knowledge of the great fact that he is something more than flesh and blood, that within him is some beautiful, radiant power whose lustre is dimmed whenever he raises up a hand in violence against his brother. The poet speaks of war, but that is only a small part of the destruction that man, through his greed, his envy, his search for power spreads around him.

Every dishonest person is at war with all the forces of decency in his community; every liar is at war with truth; every greedy person is at war with all the noble feelings that grow up around unselfishness.

Thus we see that while this great poem applies with mighty force to nations, it applies equally well to individuals. Only will the wolf be dead in Arcady when we cease to spoil the beautiful things of life about us by our selfishness, and only will the dragon be dead upon the sea when we live nobly, under pure blue skies, with no secret cave within us harboring the malice of an evil thought.

Truly, as the poet says, "A noise is on the morning's wind." I wonder if you can hear it, the clear, sweet, thrilling call of spiritual life, making itself heard above the shouting of a million human throats. Beautiful as the silver song of a bird is this sweet call of the spirit, moving on the morning winds—lovely is it as the soul of all lovely things, for it sings of all that is gentleness and purity and love.

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The BOOK TABLE

STUDIES IN THE NATURE OF CHARACTER. By Ruth Hartshorne, Mark A. May and Frank K. Shuttleworth. Character Education Inquiry, Teachers College, New York City. New York: The Macmillan Company.

This third volume—"Studies in Deceit" and "Studies in Service and Self-Control" have preceded it—brings to a close an important adventure in the study of the nature of character.

Galen M. Fisher, executive secretary of the "Institute of Social and Religious Research" that has financed the study and the publication of the results, states the limitation of the study forceably:—

"The reduction to precise measures of phenomena so subtle and involved as the character tendencies of boys and girls could not be other than intricate, and consequently the volumes describing the processes followed have inevitably contained much technical matter; but among the tests and tables have been mingled illuminating passages."

A HISTORY OF AMERICAN CIVILIZATION. Economic and Social. By Harold Rugg, Teachers College, Columbia University. Cloth. 636 pages. Illustrated. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This third volume of the "Rugg Social-Science Course" deals with the economic and social development of what is now the United States.

In all there will be six volumes each practically tracing the development of this country under different conditions from the beginning to the present time, but each traces one phase of the development, magnifying a special line of influence.

This third volume is especially fascinating as it is the crucial function of the forces that have made America the vital feature of civilization today.

Civilization has never seriously sought to humanize the world. Not until the twentieth century was there appreciation of the scriptural significance of the Psalmist's vision, "He shall have dominion also from sea to sea, and from the inner unto the ends of the earth."

Harold Rugg realizes, as has no other writer of school histories, the part our country has played in the fulfillment of that prophecy.

He graphically portrays the transformation of a continent of a non-civilized or partially civilized race, into a continent which has gradually, persistently become the Land of Promise to all races, languages and creeds.

There are in this country in the twentieth century all traditional peoples of high and low degree of civilization, uniting in solving the economic and social problems of civilization everywhere for every one.

Whether or not Harold Rugg has the last word in the story of civilization there can be no question, however, that he has given education the most elaborate study of the part America has played in the culmination of civilization in the twentieth century.

THE TEACHER IN THE NEW SCHOOL. By Martha Peck Porter, Roslyn, New York. Cloth. 362 pages. Yonkers-on-Hudson, New York: World Book Company.

Roslyn's publications of various kinds justify the suggestion that the teachers are making the New School a noble creation.

Martha Peck Porter's part in the creation of the wonderfully modernized education conditions in Roslyn makes "The Teacher in the New School" one of the foremost professional books of the day.

Of all the books we have seen for the teacher whom the superintendent would like to have more progressive in the fullest, best sense, we would recommend "The Teacher in the New School," and I would insist that the teacher make her work, day by day, conform to that of "The Teacher in the New School."

It is a joy to find a book that the oldest teacher and the youngest will find satisfaction and inspiration in using.

It is inexcusable for any teacher who wants to teach as well as she might teach, not to read every page of this book.

STORIES OF OUR EUROPEAN FOREFATHERS. By Henry Smith Chapman, under the Editorship of James Sullivan, State Department of New York. Cloth. Illustrated. 189 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

This is one of the best of the many remarkable Supplementary School Readers in History and Geography. The author, editor and publishers have attained the rare and needed art of writing of ancient times in the spirit of tolerance of today. This has been a difficult thing to do because historians have been trained to write of ye olden times as though the children of today were to live in the vicious attitude of three or four centuries ago. These stories have escaped this tendency wonderfully well.

STRANGE PEOPLES. Heath Supplementary Readers. By Frederick Starr. Cloth. 186 pages. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

No class of school books comes to our desk that is of greater interest than readers supplementing textbooks. Every book of this class has an almost limitless market. We were recently in a school off the line of much trend, and well away from any important city. We counted the number of supplementaary readers in the various classes. The number was amazing. The principal said: "There is not a reader in the whole list any teacher would part with."

Textbooks often come under criticism of teachers, but we have never referred to any supplementary reader in any classroom that the teacher has not promptly told why that book was of real value.

"Strange Peoples" is an excellent example of the spirit of the authors of most of these books. In the introduction the author says:—

"It would have been easy to make the book more interesting by the introduction of descriptions of the ridiculous or dreadful practices of some races. The purpose has, however, not been to hold other peoples up to ridicule, nor to teach morality by contrast; there are, indeed, too many matters for criticism in our own mode of life to warrant such a treatment."

Books Received

"American Government Today." By William B. Munro.—"Modern History." By C. J. H. Hayes and Parker T. Moon.—"Fun-Sketching." By W. R. Maxwell Foster. — "Third Latin Book." By Ullman, Henry and White.—"The Modern Worker." By Wiese and Reticker. New York City: The Macmillan Company.

"The Witness Tree." By Harold C. Wire.—"Girls of Long Ago." By Ida Donnally Peters. — "Jerry and Grandpa." By Hilda M. Wicksteed. New York City: Thomas Y. Crowell Company.

"A Laboratory Workbook." By McPherson, Henderson and Fowlers.—"The Alpha Individual Arithmetics." Book four, part one. Boston, Massachusetts: Ginn and Company.

"The Teacher in the New School." By Martha Peck Porter.—"Circles and Squares." By M. Marquart and J. T. Mitchell. Yonkers-on-Hudson, New York: World Book Company.

"Instruction Sheets in Mechanical Drawing." By Elmer A. Rotmans. Boston, Massachusetts: Allyn and Bacon.

EDUCATION IN ACTION

Motor-Minded Children Transformed

Clinic at University of Oregon Successfully Changes Children Who Were Failures in School Into Apt Pupils

In a unique clinic for the motor-minded sixty-five children of varying ages attending the University of Oregon Summer session were transformed from school failures into apt students.

These children, all of whom had difficulty in reading, spelling or arithmetic, and some of whom had been called feeble-minded, learned by a kinesthetic method. Established three years ago as an experiment the clinic, under Dr. Grace Fernald, of the University of California at Los Angeles, and Dr. B. W. DeBusk, of the University of Oregon, was this year observed by an audience of student teachers from all parts of the country.

Instead of by the usual visual or auditory methods, which work with the majority of pupils, the children were taught through their muscles. For it has been found that some normal children have the visual and auditory paths blocked, and cannot acquire knowledge in that way. In the ordinary school, where most of education is dependent upon these means, children of this type become timid and filled with inhibitions because they cannot learn. For them kinesthetic is the effective method in the opinion of the clinic heads.

To teach a child to read and spell the clinic teachers first found a subject which interested him, then wrote some word connected with it on paper in large plain letters. The child traced the word carefully with his finger until he thought he could write it without the help of the model. At the same time he said the word. Sometimes in the beginning the process had to be repeated from fifty to 100 times before success came. As soon as the child learned to make the association through all these ways at once by writing it, by seeing it, by hearing it, and by saying it, the tracing was discarded.

When once these apparently backward children did learn they were often superior. One little boy, who was a failure in reading and spelling in the third grade, was brought to the clinic at the beginning of the term. Four weeks later he was up to his grade level. About this time he brought a suggested program of study to his supervisor, whereby he could get in more hours of study, take more work, and make faster progress. He knew just what teachers he wanted, and what he wanted to learn.

A young man of twenty-one, who had been disqualified twice at Stanford University, spent eleven weeks studying under the clinic's method. During the past year at Stanford he made five straight A's, the highest grades it is possible to get.

School Problems Of Large Cities

Great American cities are confronted with educational problems more difficult than those of many states, and their annual expenditures show enormous outlays to meet increasing demands of congested areas, according to W. S. Deffenbaugh, chief of American school systems, Office of Education. No city can compare with New York in the immensity of its educational problem, Mr. Deffenbaugh said. Statistics received by the Office of Education from the board of education of New York on the financial status of the schools for the fiscal year ending December, 1929, disclose that the total disbursements of all funds for all purposes amounted to $171,036,363.24. School attendance in New York City, it was pointed out, is in excess of 1,000,000 students, and average daily attendance in elementary and junior high schools in 1929 totaled 806,852, while that of the day high schools was 136,912. Other large cities like Chicago, Philadelphia, Detroit, Los Angeles, Cleveland, and Boston spend great sums of money annually on education. Density of population plays a great part in the determination of the cost of education. The test of co-operative expenditures by cities on education is that per capita student in daily attendance. New York City expended $102.36 per student in average daily attendance of the elementary and junior high schools, and $174.66 per capita in attendance of the day high schools. The average per capita expenditure for students in daily attendance of these types of schools was in excess of $1.37 per year, or over fourteen cents per student per hour, according to the New York report. Recently compiled statistics on per capita cost of education in cities above 100,000 population discloses that the average for thirty-five typical cities of this size is $113.69. This cost, it was explained, is based upon the average daily attendance. Variations ranged from $59.02 in Birmingham, Ala., to $157.37 in Yonkers, N. Y., for cities of this size.

But One Boy Among 299 Girls

One in 300. That is the distinction enjoyed by James Acinapura, of Union City, N. J., who is registered at the Jersey City State Normal School with 299 young women students. Last year Jersey City's Normal School graduated three boys in a class of more than 100. Arthur O. Smith, superintendent of public schools, explains that salaries of teachers in New Jersey, and restrictions raised by state legislation and local school boards have discouraged men from entering the teaching profession by way of the state normal schools. "The average salary of the New Jersey public school teachers is about $2,000 a year," said Mr. Smith. "It is about the same as that paid policemen and firemen, who are required to make little preparation to qualify for their positions. But after men qualify in the normal schools for positions as teachers municipal boards of education usually make it necessary for them to obtain a college education or training. Otherwise they must accept positions as grade teachers, with small salaries, positions that school board members frequently desire women to fill. "Twenty years ago normal schools in New Jersey and New York contained as many boy students as girls. Men are leaving the profession for something more lucrative. Those who would now train for teachers' positions ignore the normal schools to enter college after their high school graduations."

High School Marks Appraise Collegian

The high school record of the average student is the surest promise of success in college, Professor Carl C. Brigham, of Princeton University, said recently, in reporting the results of ten years' investigation of the value of intelligence tests as an aid in admitting students to the courses at Cooper Union, New York City. High school achievement in itself is not a complete criterion, Professor Brigham says, but must be weighed against performance

in intelligence and placement tests. "The record of achievement in high school," Professor Brigham stated, "is the best single piece of evidence indicative of college success."

New Schools In Minnesota

Activity in construction of new school buildings in Minnesota was greater last year than in the two preceding years combined, according to a statement issued by the Director of the Division of School Buildings of the State Department of Education, Samuel A. Challman, which follows in full text: "In the urban districts during the past year thirty-eight new buildings have been completed, and thirty-eight other buildings are still under construction. The total cost of the completed buildings foots up $3,035,324. The total amount of contracts let to date for buildings still under construction totals $3,362,648. In the rural districts the building activity has been about the same as a year ago. This year's record to date includes fifty-two buildings completed or under construction at a total cost of $310,000. A year ago there were sixty buildings erected at a cost of $336,357. The cost per cubic foot of urban buildings erected during the past year averages twenty-three cents. This is almost identical with the cost during the years of 1928 and 1929. The latest available statistics show 9,186 schoolhouses in the state, with a valuation of $151,988,440. This amount includes both buildings and sites.

Rurals to Get Social Course

Development of the social instinct among rural students is being attempted in Illinois country schools this year through a series of plans devised by Dr. Francis G. Blair, state superintendent of public instruction. The plans are based on a program of physical education for rural schools, which was inaugurated at the beginning of the present school term. In charge of the program is Louis Kulcinsky, a graduate of the University of Illinois. As it is impossible for him to even attempt to visit the 10,400 rural schools in the state Kulcinsky is directing his program through paper instructions, to be carried out by the teachers. The instructions consist of a list of exercises and games for both outdoors and indoors, and they make it the teacher's responsibility to see that the children are taught to play various games during the noon and other recess periods. Through these games and exercises Blair hopes to teach the children teamwork and the value of co-operation, and help them to develop a social instinct so that in later life they will be able to "mix" in a social way without restraint.

Average Person Uses 30,000 Words a Day

The average person speaks 30,000 words a day in talking with relatives, friends and business associates, according to Professor William P. Sandford, head of the University of Illinois public speaking staff. The educator stated that success in life, however, depends, not upon the words, but upon the way they are used. "Good speech is more in demand today, and more important, than at any time in history," he said.

Rochester Opens New University

It's a far cry from the faded downtown brick building, where a soiled bronze plate rather indifferently informs the transient that there the University of Rochester (N. Y.) opened its classes in 1850, to the first eighteen Colonial structures of the college for men sparkling in their newness at the widest bend of the Genesee River. But almost any traffic officer, cab driver, or even newsboy can recount with all the enthusiasm of an alumnus the steps that led up to the opening in September of a $10,000,000 educational institution in which the whole community had a part. Standing at the edge of its eighty-seven-acre site on the southern line of the city of Rochester, the new college is as much a public enterprise as it is a monument to higher education. In that the common citizen has dropped his mite beside millions from George Eastman and other wealthy contributors, Rochester labor built it. The college stands adjacent to the medical and dental colleges, whose resources, since their opening in 1925, have amounted to $15,000,000.

Closing Schools For Epidemics

"While provision is made for the examination or testing of each pupil enrolled in school during the first month of school," declares Dr. P. H. Bartholomew, director of public health, State of Nebraska, "this calls attention to the more obvious defects, thereby affording an opportunity to help the pupil secure a normal basis with fellow pupils." However, Dr. Bartholomew adds, there is a probability of communicable disease being overlooked, especially in its incubation period, unless through foresight and the closest co-operation between the teachers, school officials, and local boards of health, such cases are promptly isolated. "There should be no hesitancy upon the part of a teacher in excluding from school any pupil apparently ill or suspected of being ill," he said. "The principle of prevention must be uppermost in mind and action if incidence of disease is kept down and epidemics averted. School boards will sustain this constructive procedure. Occasionally where contagious disease develops, a strong inclination toward closing school arises. This obsolete practice should be discontinued, for experience has demonstrated that if schools are closed in the face of a threatened epidemic, and pupils not kept isolated upon their respective premises, the disease is practically certain to spread. Where an epidemic threatens, the local board of health co-operating with school authorities will secure the most effective control by arranging for daily examination of the pupils, with prompt exclusion and isolation of all suspected cases detected."

Petition for Teaching Of Bible is Returned

The Washington State Board of Education has decided that it is without authority to act upon a petition filed on behalf of a Seattle family asking that the reading and teaching of the Bible in the public schools of the state be made compulsory. The board passed a resolution as follows: "Be it resolved that the State Board has no jurisdiction of authority to make a decision of any kind upon the petition, because it is a constitutional question, and that it be referred back to the petitioners." After the meeting of the board its president, Dr. N. W. Showalter, who is also State Superintendent of Public Instruction, stated orally that he had no doubt that the movement to allow the Bible to be used in the schools would eventually be taken to the Supreme Court. The petition was filed on September 9 by Samuel D. Wingate, Seattle attorney, on behalf of George I. Clithero, of Seattle, his wife and their eight children, all of whom are pupils in the public

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schools. The board was asked to require that the Bible be read at least once every school day in every public school in the state, and that instruction be given in the Bible on at least two school days each school week. The State Supreme Court has held that under article 1, section 11, which says no public money shall be appropriated for, or supplied to, any religious worship exercise or instruction, the conducting of religious exercises in the public schools is unlawful. The Attorney General's Office recently held, in response to a request for a ruling received from Dr. Showalter, that the use of the Bible as a reference book would be contrary to this article of the state constitution.

College Student Standards Improving

The intellectual and social standards of the American college student are constantly improving in spite of pessimistic criticisms to the contrary, which emanate at intervals from gloomy prophets, declares William John Cooper, United States Commissioner of Education. Attacks upon college students for "extra curricula activities," "dress," "informality in speech and action," and for a hundred other alleged weaknesses said to be undermining their scholarship, are popular at present, the commissioner declared. Being popular, he said, they are seized upon and repeated. "In all of these charges against the student, there is a conspicuous absence of facts," Dr. Cooper pointed out. "What we want is fact, and until we have a fact that in itself is sufficiently general to apply to all college students, then accusations of this kind are without value."

Prison Graduates Receive Diplomas

Graduation exercises for 657 students of everything from the three R's to civil engineering and foreign languages were observed at San Quentin, Cal., recently, with due solemnity. The students were praised by instructors, but for once nothing was said about the graduates going forth to take their places "out in the world." Diplomas were not presented immediately. This part of the ceremony was postponed until the recipients, all convicts at San Quentin penitentiary, returned to their cells.

More High Schools Give Farm Training

Instruction in agriculture steadily increases in the rural high schools, but does not solve the problem of over 1,000,000 boys between the ages of fourteen and twenty-two who have dropped out of the rural high school, declares Dr. C. H. Lane, chief of Agricultural Education Service, Federal Board for Vocational Education. Progress has been gratifying in the development of high school courses since 1917, when 609 high schools introduced for the first time instruction of benefit to persons intending to devote themselves to farming, Dr. Lane explained. In 1929 this number had reached 3,786, and the figures for 1930 will show a substantial increase in the number of schools offering this training. A great problem, Dr. Lane continued, is that of reaching hundreds of thousands of boys who for various reasons abandon high school training, yet are potential farmers.

Boys Want Rest; Burn Schoolhouse

Two Cadiz, Ohio, boys, fourteen and seventeen years old, have confessed they burned down the schoolhouse so they wouldn't have to go to school, Sheriff Maurice Wooster declared. The school was burned last January, during the Christmas vacation. The boys, whose names are withheld, wanted a "nice long vacation," their alleged confession said.

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Doing His Best

One night in the midst of a long sermon the minister was horrified to look up and see a boy in the gallery throwing chestnuts on the congregation below. Too shocked to even voice a protest he was silent for a moment. And in the silence the boy cried out: "That's all right. You 'tend to your preaching, and I'll keep them awake."—Kennebec Journal.

Followed Orders

Mistress—"Why didn't you put the watermelon in the icebox as I told you?"

Maid—"I did, ma'am."

Mistress—"But it isn't cold."

Maid—"Well, how could it be? I had to take out the ice to get it in."

Past Tense

"Can you help me with my arithmetic, Daddy?"

"Surely, son—let's go."

"A painter was paid $3.00 per day—"

"Hey, wait a minute! That isn't arithmetic; that's ancient history!"

Why He Was Melancholy

They had the new preacher at dinner. Willie wore a long face. The sky pilot noticed it. Thinking to cheer the young hopeful up, he said, pleasantly: "What's on your mind, little fellow? I see some nice custard pie coming."

"Y—yes, sir," sighed Willie, "but if you take two pieces it means I'm outa luck—I won't git any." — Waterville Sentinel.

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This week a third-grade pupil in one of the Newton schools asked her teacher how she could buy a copy of PENNIE. Her family is going back to Poland to live, and PENNIE must go with her. Her principal tells us that this will be the only school book from the new world she wishes to take with her into the old world.

PENNIE is simple material for your third grades now, and may be used later in upper first or second. If you have classes of foreign children this fall who need a story that is different and appealing, why not invest in a set of PENNIE now and develop their power and love of reading in a delightful way.

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Meetings To Be Held

OCTOBER

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

31: Franklin County Teachers' Association, Greenfield, Massachusetts, Howard M. Porter, president.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Rolfe Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

6-8: Kansas State Teachers' Association, F. L. Pinet, 315 West Tenth Street, Topeka, Kansas: Kansas City, Topeka, Hays, Hutchinson, Emporia, Parsons, Kansas.

6-7: New England Association of School Superintendents, S. Howard Chace, Beverly, Massachusetts: Boston, Mass.

6: Wisconsin Association of Mathematics Teachers, M. K. Johnson, 232 Broadway, Eau Claire, Wisconsin: Milwaukee, Wisconsin.

6-8: Wisconsin Teachers' Association, B. E. McCormick, Madison, Wisconsin: Milwaukee, Wisconsin.

8-11: New Jersey State Teachers' Association, C. B. Dyke, Short Hills: Atlantic City, New Jersey.

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

13-15: Arkansas Education Association, H. L. Lambert, Little Rock, Arkansas: Little Rock, Arkansas.

13: National Committee for Mental Hygiene, C. W. Beers, 370 Seventh Avenue, New York City: New York City, New York.

13-15: West Virginia State Education Association, J. H. Hickman, Charleston, West Virginia: Clarksburg, West Virginia.

15-16: Delaware State Teachers' Association, R. Shilling, Milford, Delaware: Newark, Delaware.

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19-20: Illinois City Superintendents' Association, C. Bruner, Kewanee, Illinois: Urbana, Illinois.

20-22: Illinois High School Conference, Arthur W. Clevenger, 109 Administration Building, Eastern University of Illinois, Urbana, Illinois: Urbana, Illinois.

23-26: South Dakota Education Association, N. E. Steele, Room 2, Perry Block, Sioux Falls, South Dakota: Sioux Falls, South Dakota.

24-25: New York State Teachers' Association, D. A. Searing, 617 North Goodman, Rochester, New York: Syracuse, New York.

25-26: Association of Public School Trustees of Virginia, F. Diehl, Farmville, Virginia. Richmond, Virginia.

27-29: Association of Teachers of Mathematics in Middle States and Maryland, Norma Sleight, Shippen School, Lancaster, Pennsylvania.

27-29: National Council of Teachers of English, W. W. Hatfield, 6705 Yale Avenue, Chicago, Illinois.

27-29: Texas State Teachers' Association, R. T. Ellis, 708 N. P. Anderson Building, Fort Worth, Texas.

28-30: Association of Colleges and Secondary Schools of the Middle States and Maryland, G. W. McClelland, University of Philadelphia, Philadelphia, Pennsylvania.

28-29: Central Association of Science and Mathematics Teachers, W. F. Roecker, 1439 Fourteenth Street, Milwaukee, Wisconsin: Milwaukee, Wisconsin.

28-29: Interfraternity Conference, A. E. Duerr, 149 Broadway, New York City: New York City, N. Y.

28-29: California Kindergarten Primary Association, Florence Winter, City Hall, San Francisco, California.

28-30: Southern Commercial Teachers' Association, Margaret B. Miller, Wheeler Business College, Birmingham, Alabama: Birmingham, Alabama.

28-29: Idaho Department of Superintendence, T. H. Hardy, Ashton, Idaho: Boise, Idaho.

28-30: Idaho Education Association, John I .Hillman, 331 Sonna Building, Boise, Idaho: Boise, Idaho.

28: Texas State Teachers' Association (Colored) John W. Rice, Odd Fellows' Building, Houston, Texas: San Antonio, Texas.

28: Virginia English Teachers' Association, E. Wiggins, 8 Vista Avenue, Lynchburg, Virginia: Richmond, Virginia.

29: Association of Modern Language Teachers of the Middle States and Maryland, M. I. Protzman, George Washington University, Washington, D. C., Atlantic City, New Jersey.

29: College Conference on English in the Central Atlantic States, K. J. Holtzknecht, Washington Square College, New York City: Atlantic City, New Jersey.

DECEMBER

26-27: American Asociation of Teachers of Spanish, at Boston, Mass. (William M. Barlow, Curtis High School, New York City, Secretary.)

29-30-31: Modern Language Association of America, at Washington, D. C. (Carlton Brown, New York University, New York City, secretary).

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